



2011 OPI List of Approved Accommodations

While there should be a clear relationship between accommodations used in the classroom and those used for testing, **there are some accommodations used during instruction that may not be appropriate or allowed for use during statewide assessments.** Like other states, Montana has a list of approved accommodations that can be used for the Criterion Referenced Test. This list has been developed in collaboration with Measured Progress and corresponds to the Accommodation Coding Grid included on page 2 of the Answer Booklet. Standard accommodations are identified and described in Table 6, and nonstandard accommodations are presented in Table 7.

Table 6: Standard Accommodations for Montana's CRT

Scheduling Accommodations
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3. N/A
Setting Accommodations
4. * Individual Administration: Test was administered in a one to one situation.
5. * Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.
6. Reduce Distracters: Student is seated at a carrel or other physical arrangement that reduces visual distraction.
7. * Alternative Setting: Test is administered to the student in a different setting.
8. * Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting: Test is administered to the student by school personnel in their home.
10. * Front Row Seating: A student is seated in the front of the classroom when taking the test.
11. N/A
Equipment Accommodations
12. ** Magnification: Student used equipment to magnify test materials.
13. ** Student (not groups of students) wears equipment to reduce environmental noises.
14. ** Template: Student uses a template. An example is a piece of card stock that has a window cut out which enables the student to focus by isolating lines or text or items.

15. ** Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
<p>16. ** Writing Tools: After the student completes typing a constructed response, the test administrator transfers what the student typed into the appropriate space in the Answer Booklet word-for-word exactly as the student typed it. The student may review what the test administrator wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p> <p>NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.</p>
<p>17. ** Voice Activation: The student speaks a response into a computer equipped with voice activation software. After the student completes an answer, the test administrator transfers what the student said and, for constructed response, transfers word-for-word exactly what the student said into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p> <p>NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.</p>
18. * Bilingual Dictionary: Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary, glossary or subject area vocabulary list).
Recording Accommodations
<p>19. ** Dictation: Student dictates answers to a test administrator who records them in the Answer Booklet. While the student completes dictating answers and/or a constructed response, the test administrator transfers what the student dictated, and for constructed responses writes what the student dictated into the appropriate space in the Answer Booklet word-for-word exactly as the student dictated it. The student may review what is bubbled or written; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p> <p>NOTE: The answer must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.</p>
<p>20. ** Writing Tools: The student marks or writes answers with the assistance of a technological device or special equipment. After the student completes an answer, the test administrator transfers what the student completed with a technological device or special equipment and, for constructed response, transfers word-for-word exactly what the student completed into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p> <p>NOTE: The answers must be directly transferred into the Answer Booklet with a number 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.</p>
21. ** Assistive Technology: Another form of assistive technology that does not change the intent or content of the test, but is routinely used by the student was employed by the student (not groups of students) to take the test.

Modality Accommodations

22. *.** Oral Presentation:

Math and Science: The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.

Reading: Only the questions and answer choices may be read aloud to the student. It is advised that the questions be read aloud to the student before she/he reads each passage. After the student has read the passage, the test administrator must read the questions and answer choices word-for-word one at a time in exactly the order as presented. Once the student has had the opportunity to return to the passage, if needed, and answer the question, the test administrator should continue the process with the next question and answer choices. Once the student has had the opportunity to answer all the questions, the test administrator may repeat all the questions and answer choices, one question at a time, so the student can review her/his answers. The reading passage must **not** be read aloud to a student, and a student cannot request or be given help in reading or pronouncing any part of the passage.

Cautions about oral presentation:

- This accommodation should be a low-incidence accommodation. Please consider the following to determine the appropriateness of this accommodation for each student.
 - Assessment results are available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language.
 - There is documentation of remedial reading services and/or special education and supplementary aids and services.
 - Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning. This accommodation could be applicable for LEP students whose oral/aural proficiencies (listening and speaking) significantly exceed their English reading and writing skills, i.e. the student recognizes a word when spoken, but not written.
- Oral presentation should be limited to small groups of students, three to five students.
- In advance of the test sessions, students should be advised to follow along with the text as it is being read.

23. ** Test Interpretation: Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).

24. * Test Directions with Verification: An administrator gave test directions with verification (by using a highlighter) so that the student understood them.

25. * Test Directions Support: An administrator assisted students in understanding test directions, including giving directions in native language.

26. ** Braille: A Braille version of the test was used by the student.

27. Large Print: A large print version of the test was used by the student.

28. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

* Accommodations suggested as appropriate for Limited English Proficient (LEP) students.

** Most appropriate for use with students who have an IEP or 504 plan. Remember, the accommodations used must be listed in the student's IEP or 504 plan. In unusual circumstances, a student without an IEP or 504 plan may require an accommodation keyed with **.

Please contact the state assessment director for questions about students without IEPs or 504 plans and these accommodations.

REMINDERS:

- There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment.
- Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.
- Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT.
- Non-standard accommodations for the CRT that are described in a student's IEP/504 Plan should be used during the administration of the CRT.

Table 7: Non-Standard Accommodations for Montana’s CRT

Nonstandard Accommodations
29. Reading aloud the reading passages to a student or the student uses text-reader software for reading passages. A student for whom this type of nonstandard accommodation might be used would be a student with a learning disability in reading who, without the text being read, could not participate in this portion of the test.
30. Student uses a calculator on the no-calculator sections of the mathematics test. A student for whom this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.
31. Other - Reading: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.
32. Other - Mathematics: With verification from OPI in advance of the testing window, some other approved accommodation is used by a student.
33. Other - Science: With verification from OPI in advance of the testing window, some other approved accommodation is used by a student.



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